

Centerville JR/SR High School

Campus Improvement Plan 2023-2024



“Centered on Student Success”

Mission Statement

Centerville Independent School, in collaboration with parents and community members, will create an educational environment that encourages all students to develop academically so they can reach their full potential and be successful in life in order to achieve success in a global society.

Vision Statement

Centerville Independent School is united in creating a school environment of students, teachers, administrators, parents and community members who will provide fundamental skills and opportunities for the use of higher level thinking skills in order to encourage all students to achieve their full potential as they prepare for a productive and successful future.

Motto

Centerville ISD “*Centered on Student Success*”

Centerville ISD District Improvement Team Members

Brown, Mark	Superintendent
Sailer, Andja	Principal
Brister, Mary Jo	Elementary Teacher
Dubose, Emily	Pre-K
Brown, Gracie	Jr.-Sr. High Vocational Teacher
Lee, Terri	Elementary Teacher/DYL/RTI/ESL
Mooneyham, Heather	Jr.-Sr. High Teacher
Headrick, Jeff	Special Education
Trekell, Lawton	Jr.-Sr. High Teacher
Powers, Deena	Elementary Teacher
Linn, Spencer	Jr.-Sr. High Teacher
Westbrook, Jennifer	Teacher/Technology Coordinator
Rogers, Brandi	Parent Representative
Blalock, Kim	Community Representative

The Centerville ISD is a designated School wide Title I district. Where possible, Centerville ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of the citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family, and that parental involvement in the school essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The students in Centerville ISD will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in Centerville ISD will demonstrate exemplary in the understanding of mathematics.
- GOAL #3: The students in Centerville ISD will demonstrate exemplary in the understanding of science.
- GOAL #4: The students in Centerville ISD will demonstrate exemplary in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT

Centerville JR/SR High School

Centerville JR/SR High School completed a comprehensive needs assessment for the 2023-2024 school years. Data from the following 8 areas were examined and needs identified:

- **Demographics**
- **Student Achievement**
- **School Culture and Climate**
- **Staff Quality, Recruitment, and Retention**
- **Curriculum, Instruction, and Assessment**
- **Family and Community Involvement**
- **School Organization**
- **Technology**

A Site-Based Committee consisting of the campus administrators, special programs director, student support personnel, classroom teachers, parent representative, and community member was convened to review data for the areas listed above and to develop a list of needs to be addressed in the coming school year. The committee worked to apply this information to the development of a District Improvement Plan.

1. Demographics

Data Sources reviewed: PEIMS, AYP Report

According to the 2022-23 PEIMS Data subgroups, Centerville ISD consisted of the following demographic subgroups: African American-0%, Hispanic- 1.9%, White 98.4%, Two or More Races-0%, Economically Disadvantaged-52.9%, English Language Learners-0%, Special Education 12.4% and At Risk 11.7%. There were 167 students enrolled. The average class size was 10 students. The total number of campus staff is 17 Teachers, 4 Professional Support, 1 nurse, and 2 Campus Administrators. Total students to teacher on average 9.

Summary of needs:

- *Meet the needs of at-risk population.*
- *Increase the number of college ready graduates*
- *Create awareness and importance of post-secondary education to all students*

Student Achievement

Data Sources Reviewed: STAAR Data, AEIS Report, AYP Report, PEIMS Reports, 2010 Campus Accountability Tables, DMAC data, Benchmarks
Centerville JH/HS “Met Standard” on accountability for the school year ending in the spring of 2023.

Summary of needs:

- *Continue to increase the rigor of instruction overall, with an increased focus on TEKS aligned curriculum to address all objectives.*
- *Continued focus on common subject vocabulary throughout the grades as appropriate*
- *Closely monitor individual students in order to address their needs on assessments.*
- *Promote leadership, responsibility, cooperation, and self-motivation in students*
- *Increase the number of STAAR Level III students in all STAAR testing subjects*
- *Provide SAT/ACT online tutorials for students preparing to take the SAT/ACT tests.*

School Culture and Climate

Data Sources: Student Survey on School Climate, Discipline Referrals, Calendar of Activities for the campus

Centerville ISD is part of a small community where the public schools are well supported by the citizens. Parents and the community are included in the activities and decision-making of the school. Parent involvement is an important part of what we do at Centerville ISD. The campus site-based committee plans activities designed specifically to include parents and the community as partners in our students’ education. Parents and community members regularly volunteer to help with the activities of our campus.

Centerville ISD is a district of dedicated professional educators. The teachers on this campus work together at each grade level, in multi-grade level teams, and as one team of educators to improve the educational achievement of all of our students. We believe that each and every child can and will achieve success. We dedicate ourselves to meeting the individual and collective needs of our students. We coordinate our instruction and unify around a common curriculum. We call on our students to meet a high standard and we offer support to those who struggle until they are able to meet that standard. Our small student enrollment allows the staff to know each child personally and to meet individual needs as they arise. We offer trained interventionists to assist in meeting those needs and an exceptional program for special education students which advances intervention to its most intensive level. Teachers work cooperatively to achieve our goals.

Students at Centerville ISD are educated in an environment which encourages character, leadership, citizenship, and positive behavior. Students develop these traits through practicing the “Seven Habits of Highly Effective Teens”. Students receive training on Bullying Awareness, learning how to prevent it and report it if it occurs. Students participate in drug education through Red Ribbon Week activities. Middle school students receive training on human growth and development during the school year. Students are well trained in school safety and emergency procedures through Fire Prevention/Fire Safety Week activities and scheduled emergency drills for fire, tornado, lockdown, and chemical spills. Students also participate in activities to support our community through activities such as food drives, blood drives, and other causes. Healthy lifestyles and nutrition are promoted through an active physical education program and physical assessment, Fitness Gram. We have a school wide discipline plan in the form of Assertive Discipline. Teachers are trained to implement this program which clearly states expectations for the students and the consequences/rewards that accompany those expectations for the student at school. We have few serious discipline issues and those are addressed with appropriate consequences according to our Student Code of Conduct. Our student discipline has at its core intent to involve parents in the discipline of their children by communicating closely between teacher and parent when issues arise. Our students aim for excellence in their learning and behavior.

Summary of Needs:

- ***Build a positive relationship between school and community***
- ***Continue to involve parents in school decision-making***
- ***Build a spirit of cooperation and collaboration among staff and administration***
- ***Emphasize positive leadership development among students***
- ***Adhere to culture of high expectations while offering support to those in need***
- ***Educate parents on early intervention for young students***
- ***School Marquee designating special events for public***

Staff Quality, Recruitment, and Retention

Data Sources Reviewed: Highly Qualified Teacher Reports, District Salary Schedule, and Master Schedule

Centerville ISD staff members are 100% highly qualified. Centerville ISD advertises employment openings publicly and accepts applications online. Centerville ISD has taken steps to make Centerville teacher salaries competitive with other local school districts in order to attract and retain new teachers. All new teachers are paired with a mentor, grade level partner and/or team to assist in adjusting to the school system and in mentoring beginning teachers as they develop teaching skills. The campus employs 1 principal, 1 secretary, 1 nurse, 1 interventionist, 1 Special Education teacher, 2 PE teachers, 1 art teacher, 1 library paraprofessional and 1 special education paraprofessional. One custodian is assigned to this campus full-time.

Summary of Needs:

- ***Offer educational, professional, and moral support to staff members***
- ***Continue to hold high expectations for all staff in performance, attendance, professional growth, and technological knowledge***
- ***Build a spirit of cooperation, collaboration, and professionalism among staff and administration***
- ***Work to maintain benefits and salary within budget constraints***
- ***Technology Training to students/staff/administrators (Esc6)***

Curriculum, Instruction, and Assessment

Data Sources Reviewed: STAAR/Benchmark Data, SAT/ACT data, Curriculum Coverage Reports

Curriculum resources for 2023-2024 include Stemsopes Science for grades 7-12. Teachers will use adopted textbooks for math and reading as resources to complete the grade level curriculum expectations. Teachers have access to a variety of online resources to enhance instruction. Subject textbooks have online resources keyed to the textbook for enhancing instruction. Teachers make use of Renaissance Learning products for progress monitoring and instruction for grades 7-12. Teachers use Renaissance Learning components STAR Math, STAR Reading, Accelerated Reader, Acellus and Khan Academy for STAAR prep and tutorials in math, reading, science, and social studies. Core teachers have EOC prep periods built into their schedules. Other support programs include: Edusmart, Discovery Education, Texas Write Source online, Lexia and Microtype for Technology TEKS. Teachers are required to document instructional planning and to show technology integration, Bloom's level of the instructional activities, the sequence of lesson activities, lesson objectives, and resources. Regular walkthroughs are performed by the campus principal to verify that teachers are following instructional plans and to offer feedback to the teachers on their performance in the classroom.

Summary of Needs:

- *Fully implement current instructional programs for maximum educational impact on student achievement*
- *Raise the rigor of instruction in all subject areas in accordance with curriculum and assessment expectations*
- *Raise the level of critical thinking among students by increasing the cognitive level of questioning, lesson activities, and assessments.*
- *Outline and observe particular curricular expectations through classroom observation in the form of walkthroughs.*
- *Emphasize early reading and math skills in preschool and kindergarten and monitor progress*
- *Offer early intervention programs to students experiencing difficulty with reading (Lexia)*
- *Train and support administrators and teachers through Lead4ward.*
- *Provide HQ substitutes so staff can attend Technology Training at Region VI*
- *CAST Professional Development for Science Teachers*
- *CAMT Professional Development for Math teachers*
- *Administrator Training through Region VI*
- *Summer School and Transportation for students needing assistance*

Family and Community Involvement

Data Resources Reviewed: Sign-In Sheets for Parent Involvement Activities, Hand-outs from Parent Involvement Meeting, Home-School Compacts, Parent Surveys, Parent Involvement Letters

Many efforts are being made to involve families and community members in our school. Administrators practice an open-door policy, allowing parents to bring concerns as they arise.

Parent Portal is provided through the district's website and parents are encouraged to access and monitor their child's academic progress through this portal. The parents can also be emailed or receive a text alert by the portal if their child fails an assignment or test.

Centerville ISD plans a variety of parent involvement activities for 2023-2024. We begin the new school year with Meet the Teacher Open House during the week prior to the start of school. Parents are invited to meet their child's teacher and to locate the classroom before the first day of school.

Each school year the 9th – 12th grade students attend a Career Day in which business and professional individuals as well as military have been invited to address students and give the students some insight as to what is required to work in their respective fields. College Recruiters are also invited to attend and provide CISD students with information about their schools.

Remind 101 is used to notify parents regarding special events and emergency schedule changes due to weather or early release days. The school website has been updated to include more information for parents and community members. For the coming school year, we plan to offer opportunities for parent involvement in the form of family math, science, social studies or reading events and informational meetings.

Summary of Needs:

- ***Parent Involvement is a priority***
- ***Increase communication with parents and community at every opportunity.***
- ***Publicize school events and activities***
- ***Encourage volunteerism***

School Organization

Data Resources Reviewed: PEIMS Records, Master Schedule

Centerville JH/HS is a 7th grade through 12th grade campus. The physical plant of Centerville ISD is arranged into two campuses: Centerville Elementary (grades Pre-K-6) and Centerville Junior High/ High School (grades 7 -12). The two campuses are combined and are led by 2 administrators and 17 teachers. The classes are divided into teams: Pre-K-K, 1st-3rd, 4th-6th, 7th-12th. These teams work together in planning instruction and they each choose a member of the team to serve on the campus site-based decision-making committee. In addition to the classroom teacher there is an intervention team. For 2023-2024 the team will consist of a Dyslexia/Reading Specialist and one math interventionist. The campus offers art, PE, library classes, and 2 computer labs that allow access for all students. Our campus is a 1:1 computer campus in grades 1-12. The campus is served by the Maintenance/Transportation Director.

Summary of Needs:

- ***Add additional classes/personnel as needed to meet the instructional needs of each grade level***
- ***Maintain 100% HQ Teachers***
- ***Ensure that all students have opportunities for quality intervention as needed in the school setting (Intervention Teachers)***

Technology

Data Sources Reviewed: District Technology Plan, Staff Training certificates, Star Chart reports

Centerville ISD is committed to preparing our students to meet the needs of the future through the integration of technology with education. Students use technology to learn at every turn. In 2023-2024 students will continue to use Dell laptops for academic use. Pre-K- 12th grade will have Dell laptops available to them in each classroom. All math and science classes have full classroom sets of graphing calculators. Our campus has wireless internet, and all classrooms are equipped with computer projectors, whiteboards, document cameras and Chrome Books for teacher use. Each teacher has a personal computer and is able to communicate using email, Remind 101 and instant messaging. The Technology Department of Centerville ISD consists of a Technology Director that is responsible for serving the needs of the entire district in order to keep technology equipment running smoothly and effectively.

Summary of Needs:

- ***Increase technology integration in the classroom***
- ***Maintain student to computer ratio goal to 1:1***
- ***Continue to offer and/or allow teachers to attend technology training***
- ***Continue efforts to reach the “target” level on Star Chart***

Title I, Part A

School-wide Components:

1. A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in section 1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b) (1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Centerville JR/SR High School Improvement Plan 2023-2024

Goal 1: Centerville ISD students will demonstrate success in all areas of the state assessment instruments, State of Texas Assessment of Academic Readiness (STAAR), and CISD will ensure that all staff members are proficient and effective in the use of current and relevant instructional techniques.

Performance Objective:

- a. All student groups taking the STAAR reading, math, writing, science and social studies tests will meet or exceed and continue to meet the state standards to achieve campus and district ratings of exemplary for 23-24.
- b. Provide technology enriched opportunities for all staff to enhance teaching and facilitate learning.
- c. All students and student groups will be prepared to continue their education in college, technical school, military, or to successfully enter the workforce upon graduation.

Summative Evaluation: Academic Excellence Indicator System, STAAR Summary Report, AYP Report, PBMAS Report, Report Cards

School Wide Component #	Strategy Activities/Actions	Person Responsible	Resources	Timeline	Formative/Summative Evaluation
1,2	Incorporate all state mandated TEKS objectives into curriculum documents	Principal Teachers	Staff Development days, TEKS Adopted materials, Lesson plans	Each Six Weeks	Completed curriculum documents reflecting TEKS alignment in all subject areas
1,2,3	Continue to monitor Curriculum alignment for grades Pre- K to 12 th	Principal Teachers	Grade level curriculum documents	Each Six Weeks	Curriculum documents Benchmark Testing
1,3,8,9	Teachers will document TEKS mastery of their class for monitoring and assessment purposes	Teachers	Gradebook, TEKS	Each Six Weeks	Student grades STAAR & EOC test results
1,8	Disaggregate individual student data and focus on specific weaknesses per domain.	Teachers; Aides	STAAR Reports, DMAC reports	Each Six Weeks	Student grades STAAR & EOC test results
7,9	Web-based programs to support instruction. Examples: Acellus, IXL, STEM Scopes	Principal	Local	August 2023	Staff Roster Payroll Records
1,3,4,9	Provide a substitute teacher so staff can attend various academic trainings to work with students	Principal	Title 1	August 2023	Teacher's PD Certificates
1,3,8,9	Provide instructional aides in order to assist at risk students with academic interventions	Principal	Title 1, SCE: FTE:	August 2023	Staff Roster
3,4,9	Enter into a contract with Esc6 for Title 1 contract services to support academic success	Business Manager	Title 1	August 2023	Purchase Order Signed contract

9	Enter into a contract with Discovery Education to offer supplemental instruction during classroom lessons	Business manager	Title 1	August 2023	Purchase Order Signed contract
9	Enter into a contract with Renaissance Learning to offer supplemental materials for classroom lessons	Business Manager	Title 1	August 2023	Purchase Order Signed Contract
10	Provide ESL and Migrant services to qualifying students	Principal	Title 3	August 2023	Student Rosters

Goal 2: All Lovelady ISD students will be offered an exciting, rigorous and relevant educational experience focused on increasing College and Career Readiness.

Performance Objective:

- a) College and Career Readiness: Create a culture that prepares all students for a full range of postsecondary options through motivational and experiential college and career experiences.
- b) Offering of college and career activities
- c) Prepare 100% of our students to pass the Math TSI
- d) Offering of CTE certifications
- e) Offering of dual credit classes
- f) Prepare 100% of our students for a productive life beyond graduation by providing post-secondary options such as: 2 or 4- year college, trade or technical school, military, or skilled employment.

School Wide Component #	Strategy Activities/Actions	Person Responsible	Resources	Timeline	Formative/Summative Evaluation
1,3	Rigorous, TEKS aligned curriculum-	Principal, Teachers, Special Programs Coordinator	Local	August - May	Classroom walkthroughs & Teacher Evaluations
1	Promote college and career readiness by administering PSAT &ACT to all 11th graders.	Principal, Teachers, Special Programs Coordinator	Local	August-May	TAPR report, Counselor records
1,8,9	Exciting, engaging, interactive, relevant classroom instruction	Principal, Classroom Teachers, Special Programs Coordinator	State and Local	August-May	Lesson Plans, T-TESS Records
1,8	TEKS aligned curriculum scope & sequence followed; exemplar lessons are available to teachers.	Principal and Special Programs Coordinator	Local & IMA	August-May	Lesson plans, classroom observations
1,3,4,9	Provide dual credit classes	Principal, Classroom Teachers	Local	August -May	AJC enrollment, On Ramps enrollment
1	Counseling services provided in college and career readiness	Principal	Local, CCMR	August-May	Counselor's records
1	Students will take SAT by the beginning of their senior year and be accepted to a school	Principal	Local	August-May	Student records of SAT scores
1	Students will explore post graduate options with the military	Principal	Local	August-May	Records of Recruiter visits
1,3	Provide CTE certification opportunities through CTE classes	Principal, Teachers	CTE	August-May	Lesson plans, earned certifications
	12th grades students begin college applications and postsecondary opportunities process online - Apply Texas Drive	Principal	Local	August - May	Student Registration Numbers
	12th grade students to complete FAFSA	Principal	Local	October - May	FAFSA

Goal 3: Centerville ISD will provide a safe, disciplined, and drug free environment for students and staff members.

Performance Objective:

Continue to improve programs for students and staff that promote overall school safety and security.

Summative Evaluation: Emergency Drills records, Ascender Discipline Report

School Wide Component #	Strategy Activities/Actions	Person Responsible	Resources	Timeline	Formative/Summative Evaluation
10	Use Drug and Violence Education curriculum to teach and counsel students about the dangers of violence, alcohol, tobacco and drugs.	Principal, Classroom Teachers, Counselors	General Fund	August-May	Lesson Plans, Walkthroughs
10	Conduct Drug Awareness Campaign	FCCLA Burke Center Local Law Enforcement	General Fund	Fall	Lesson Plans, Student assembly records, calendar of events
	Provide Student Handbook and Code of Conduct to parents and students	SBDMC Principal School Board	General Fund	August 2023	Signature pages from Student Handbook
6,7	Provide meet the teacher and open house activities each semester	Principal	General Fund	Fall/Spring	Flyers and sign in rosters
5	Provide teacher mentors for new teachers	Principal	General Fund	August-May	Staff rosters

Goal 4: Centerville ISD will provide a supportive, positive, learning and teaching environment for students and staff members.

Performance Objective:

The district will provide a variety of intensive, compensatory, and/or accelerated instructional environment for students that are at risk of dropping out.

Summative Evaluation: Increase in the academic achievement as measured on the local and state assessments. Increase in the number of students graduating on the Recommended Graduation Plan. Increase in the number of students who find success in the Tier I, II and III interventions.

School Wide Component	Strategy Activities/Actions	Person Responsible	Resources	Timeline	Formative/Summative Evaluation
2,9	Teaching strategies that are age, grade, and level appropriate will be implemented to enable students to compensate for their weakness.	Principal, Classroom Teacher, SpEd. Teacher	General Fund	August-May	Student mastery of age appropriate grade level TEKS, Report cards, Benchmarks Teacher documentation
2,9	Students will be taught their age appropriate grade level TEKS using research-based materials to accelerate learning.	Principal, Classroom Teacher, SpEd. Teacher	General Fund	August-May	Student mastery of age appropriate grade level TEKS, Report cards, Benchmarks
	Conduct Fitness Gram for students grade 1-8	Athletics Director	General Fund	Spring 2024	Fitness Gram Results